

DISTRICT SCHOOL JOURNAL,

OF THE STATE OF NEW-YORK.

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TERMS

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TO COUNTY SUPERINTENDENTS.

County Superintendents are directed to forward to the Department the names, towns, and post-office address of the town superintendents elected during the current year in their several counties.

N. S. BENTON,
Supt's Com. Schools.

TEACHERS' INSTITUTES.

Allegany—At Angelica, April 8.
Greene county—Windham, April 2. S. R. Sweet, Principal.
Fulton county—At Kingsborough, April 1.
Livingston county—At Genesee, April 3.
Tompkins county—At Ithaca, April 3.

COUNTY SUPERINTENDENT.

ALANSON S. PHILLIPS, Bath, Steuben co.

STATE CONVENTION OF COUNTY AND TOWN SUPERINTENDENTS.

The annual convention will meet at Syracuse, on the twenty-second day of April, inst.*

We are gratified in being able to announce, that many distinguished friends of education, in this and other states, will be present.

It is important that the members should be in Syracuse on Monday evening, or early on Tuesday morning, that a four days session may be held.

The following resolution, adopted by the trustees of the village of Syracuse, gives a most hospitable greeting to the members of the convention.

"At a meeting of the board of trustees of the village of Syracuse, March 17, 1845, it was unanimously

Resolved, That the hospitalities of said village of Syracuse, be and the same are hereby tendered, to the members of the State Convention of county and town superintendents of common schools, to be held in this village, in April next; and that the members be entertained free of expense, during the sitting of said convention.

P. D. MICKLES, Pres't.
R. RAYMOND, Clerk."

*Note. By the records of the last convention, as received by us, and published in the Journal, the convention adjourned to the 24th, but we have been satisfied that the record is wrong, and the 22d was the day fixed by the resolution.

OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.
DEPARTMENT OF COMMON SCHOOLS.

JOHN O. BRIGHT, Esq.—Sir.—Your communication of the 3d instant, addressed to my predecessor in office, was duly received, and has been maturely considered by me. You propound the two following questions for my consideration, and ask an answer thereto:

1. Have the inhabitants of a school district a right to hold temperance meetings in the district school-house, by the consent of a majority of the trustees, one of them dissenting? and

2d. Does the law protect temperance meetings from the abuse of persons addicted to intemperance, whose only object is to break up such meetings or the society composing them?

In reply to your first question, I remark that the law commits "the custody and safe keeping of the school-house" to the trustees of the district, for the purposes contemplated by the law-making power in creating the office, and authorizing the levy of a tax or burthen upon the inhabitants of a particular section or district of country, for the purposes of erecting the school-house. You cannot then, I think, fail to perceive the nature of the trust committed to the trustees.

It is a well settled rule of law that an agent or trustee cannot do any act beyond the scope of his authority which will bind the principal. Such an act would be illegal and unauthorized. When the trustees are acting within the limits of their authority, the concurrence of a majority is sufficient to render their acts legal and binding upon all, and upon the inhabitants of the district generally. But if all the trustees should agree that the school-house committed to their charge should be appropriated to a use other than for a school, and without the assent of all the legal members of the district, and a loss or damage should accrue in consequence, who ought to make good this loss or damage?

Although an answer to your second question does not appropriately belong to this office, I yet take great pleasure in giving you my views upon the points presented.

The law does not, I think, recognize a temperance meeting as a religious one, and therefore the statute enactment to prevent disturbances of religious meetings, has no application. There is then no other protection afforded by law to persons assembled for the laudable and most praiseworthy purpose of promoting temperance, and to dissuade men from the use entirely of intoxicating liquors, than to those who may be assembled to promote any other secular object.

If the persons assembled to break up your temperance meetings are riotous, or commit acts amounting to a breach of the peace, the laws are entirely adequate to punish the offenders.

I desire on this occasion to express my decided approval of all proper and well conducted measures to promote temperance, and the total eradication of drunkenness, that strikes so deeply and fatally at the foundation of our civil institutions. I would not wish to discountenance the use of district school-houses for religious or other orderly meetings, when it can be done with the assent of the inhabitants of the district, and the trustees, and when, too, this use shall not, in any manner interrupt or interfere in any way with the school or the books of the scholars, or appendages of the house, and if nothing of this shall occur or be likely to happen, it does appear to me no right-minded man should object. I wish to encourage every well directed effort to meliorate the condition of our countrymen—reclaim the fallen, and support and strengthen the timid and weak—but I trust you will see there are official bounds that limit my action, as well as that of any other officer of our state and general government.

I am, very respectfully,

Your ob't servant,

N. S. BENTON,
Sup't Com. Schools.

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR DUTIES, THEIR LABORS, AND THE RESULTS.

[From the Fredonia Censor.]

CHAUTAUQUE.

COMMON SCHOOL CELEBRATION.

The first annual Common School Celebration for this town, was held at the Methodist Chapel on Wednesday last. Fourteen, out of the eighteen schools in town embracing some eight hundred scholars, were present, which with the few spectators who could obtain admission, filled the house to overflowing. The meeting was organized by the appointment of E. A. LESTER, Esq. as chairman, and a committee to examine specimens of Penmanship. The exercises, though confined to the common branches, contrasted favorably with the practices of former years, when the repetition, parrot-like, of vague sentences, unintelligible frequently both to teacher and scholar, too often formed the exercises of pupils. The example in reading were very good, evincing thorough instruction in that branch, and much taste in emphasis and pronunciation. The exercises in orthography, showed that the useful branch of study which relates to the powers of letters is no longer a dry and uninteresting study, which it was when we were compelled to go through with the tedious task. The recitations appeared to be pleasant and animated.

We were much pleased to witness the exercises in vocal music, to which some of the scholars had been trained with happy effect. Such exercises are well calculated to facilitate the proper discipline of the school, promote harmony among the pupils, and afford relief from the monotony and tediousness of study, and at

the same time cultivates an art that will serve to lighten the gloom of many a weary hour in after life. Such exercises, we believe, could be profitably introduced into every school. The pupils under Mr. POSENER'S care, gave some excellent music, in good taste; also a school kept by a lady, sung very well.

The exercises were relieved occasionally by good music by the Fredonia Band, and by sentimental songs from some vocalists from Portland. After the examination, Mr. PUTNAM, the worthy superintendent of schools for this county, gave an address, which was well calculated to awake an interest in the improvement of our common schools. He gave some valuable statistical matter, showing the vast importance of the subject to the welfare of the country, and proceeded to enforce the principles which are essential to the complete success of the system. The address was quite practical, and well calculated to gain the attention, and to influence the juvenile portion of his audience, and not without profit to the older listeners.

We believe the common school system, as at present organized, with an efficient and capable county superintendent, and the co-operation of active town superintendents, to be well calculated to develop the utility of the system and secure the services of well qualified teachers. We are sure that the examination on Wednesday, showed that the teachers present were well qualified for their important duties; and showing, too, that our academics, where our teachers mostly acquire their qualifications, have an important bearing upon the common school cause, and should be well sustained, though not to the neglect of the institution which embraces so large a number in the limits of its usefulness.

The assemblage were indebted to the Messrs. KINGS, from Portland, and Master Babbitt, a lad of 11 years of age, for some excellent vocal music.

We are informed that celebrations have now been held in every town in the county. We look upon this indication of the interest taken in the subject, as a favorable omen of the success of the system and its improvements upon the practices of former years.

GENESEE.

[We are glad that this county has spoken on the great interests of education. The following record of the convention will be read with interest and advantage. The county system, Union schools, and Normal school, all soundable and intelligent champions, and will find them wherever our citizens will carefully and candidly investigate their claims on their confidence. The statement of Mr. NAY shows progress, and promises the reformation of the schools. E. J.]

From the Republican Advocate.

EDUCATIONAL COUNTY MEETING.

Proceedings of a general convention of the friends of education, called in pursuance of a resolution of the board of town superintendents and held at the court-house in the

village of Batavia, on the 25th day of January, 1845.

The meeting organized by the appointment of the following officers, viz: *President*—HORACE U. SOPER, Batavia. *Vice Presidents*—STEPHEN GRISWOLD, Stafford, JOSH SIMONS, Alexander. *Secretaries*—BRANON YOUNG, Batavia, C. B. GALENTINE, Alexander.

The proceedings of the convention were opened by prayer from the Rev. Eber Childs. The president, on taking the chair, stated briefly the objects of the meeting.

Mr. Nay, the county superintendent, on request, submitted a series of topics for the consideration of the convention and which were adopted as the order of business.

On motion, a committee was ordered to report on the utility of the county superintendent system. The chair appointed Henry C. Bishop, of Darien; John Burden, 2d, of Stafford; and John W. Brown, of Pembroke.

On further motion, a committee was appointed to report on Union schools—consisting of Thomas J. Leonard, of Stafford, Stephen Griswold, of the same town, and Thomas Faulkner, Jr., of Le Roy.

On motion of Dr. Barrett of Le Roy, a committee was appointed to report on teachers' drills. Dr. Moses Barrett, of Le Roy, Levi M. Burton, of Alexander, and Davis Williams, of Darien, were named as such committee.

C. Cooke, of Byron, T. Montgomery, of Darien, and L. Barker, of Oakfield, composed a committee to report on the propriety of appointing pupils to the State Normal School.

Mr. Nay, the county superintendent, then laid before the convention, the general condition of the schools in the county of Genesee—showing conclusively from statistical tables, that much improvement had been made on the score of uniformity in text-books—that from five or more different spelling-books in use, in the various schools three years ago, the number had been reduced down to nearly two, Cobb's and Saunders—that an entire change had been wrought in the method of teaching orthography in almost every town in the county, viz: from the old and dry course of theoretical definitions to the more practical and intelligent method of exercising upon the elementary sounds—that unusual improvement had been made in the art of reading for a few months past, and from the increased attention now paid to that subject, a much greater improvement was still to be anticipated. That public attention had been directed to the dilapidated condition of our school-houses—and that within the last two years fourteen new school-houses had been erected, of permanent material, of convenient arrangement and well adapted to the condition of the several districts in which they are situated; together with many other changes and improvements scarcely inferior to those mentioned.

Mr. Leonard, from the committee on Union schools, reported the following:

Whereas, The amount of good diffused by our common schools must be proportionate to their means of usefulness; and among those means are school-houses of sufficient size, convenience, and attraction to constitute them places of favorite resort for pupils—the employment of teachers of superior qualification permanently,

and the possession of suitable apparatus to impart with clearness, a knowledge of the various branches of science. And, whereas, small and unpopulous districts are peculiarly unable to possess themselves of these advantages, being compelled by the small amount of the public fund to which they are entitled, to erect small and inconvenient houses, scantily furnished and ill adapted to the purposes for which they were intended; and what is still worse, they are driven, by necessity, to the employment of teachers at a small compensation, be they ever so poorly qualified for the responsible duty of directing the intellectual discipline of the pupils committed to their charge. Therefore,

Resolved, That we regard the course heretofore pursued in erecting small districts, bringing the school to each man's door, as a convenience bought at the expense of the educational interests of the children attending the schools.

Resolved, That the usefulness of our system of education would be greatly enhanced by a consolidation of districts in such manner that where circumstances would permit, they might be made to include within their limits, from three to five square miles.

Resolved, That in villages particularly, such consolidation should be effected, as would allow of the building of one edifice sufficiently large to accommodate all the children of the vicinity, and teachers sufficient in numbers and capacity to take the aboriginal, and in the course of time prepare him to enter with honor any of the colleges of our land.

Resolved, That we conceive it to be the duty of the county and town superintendents to bring about, as far as they are able, a reform in this respect, and to act with special reference to it in all applications made to them to create, alter or divide districts.

The report of the committee was received by the convention; and after Messrs. Leonard, Faulkner and others were heard in its favor, was adopted.

Mr. Cook, from the committee on the propriety of sending pupils to the Normal School, reported the following:

Resolved, That this convention regards the establishment of a State Normal School for the education of teachers, as a measure calculated to promote the best interests of the schools of this State; and as other counties are deriving the benefits of this institution, we should be neglectful of our own good not to participate in its advantages and results.

The report was accepted and adopted.

The Rev. E. Childs then addressed the convention on the subject of elocutionary reading, and concluded with some exercises in reading, in which great ability in that art was evinced.

Mr. Albert Wright, author of Analytical Autography, made some highly interesting remarks on the philosophy of the elementary sounds in our language.

Mr. Reynolds, Principal of Caryville Collegiate Seminary, made some very pertinent and forcible remarks on the subject of definitions in text-books, and other important subjects connected with primary education.

Mr. Bishop, from the committee on the utility of the county superintendent system, then reported the following:

Whereas, No interest ought to engage the attention of the people in so eminent a degree as the great and most important one of a general and widely diffused education—an education which shall inculcate the principles of civil and religious institutions we now enjoy, and which shall be constantly exerted with a view to guard, perpetuate, and extend the blessings which their influence exerts on the well-being of man—and believing that a hearty co-operation ought to be given in support of the measures adopted and carried into execution by the wise and enlightened policy of the friends of popular education in this state,—and having strong confidence that one of the most important and efficient means of promoting the object which is desired to be attained, is the appointment and maintenance of a vigilant and enlightened superintendent in each county—deriving a hearty and undivided support from the people, commensurate with its usefulness in advancing the great scheme of benefiting and bettering the moral condition of men—and being persuaded that the abolishment of this office would be attended with a retrocession of the feeling now manifested throughout the whole State for the permanency and success of the common school system which would be extremely deleterious to the well being of the present generation and of those yet to come. Therefore,

Resolved, That the county superintendency, instead of being abolished, should be more universally sustained as the means of bringing about those salutary reforms in our common school system which all others have failed to accomplish.

Resolved, That the opposition which is manifested by some against this office, must arise from a misapprehension of its importance and of the practical utility which, after so short a trial, it has been found to exert for the good of our schools—and not from any desire to retard the progress of that revolution, which has, under its influence, been so perceptible and encouraging.

Resolved, That we will individually use every effort within our power for the aiding, assisting and supporting the county and town superintendents in their efforts to elevate and improve the condition of our common schools.

Resolved, That we have the fullest confidence in the capacity, energy and perseverance of Mr. Nay, our present superintendent; and believe that he has done much towards advancing the condition of our schools and awakening the public mind to the vast importance of united and vigorous efforts in the great work of popular education.

Dr. Barret, from the committee on teachers' drills, reported the following:

Whereas, The business of teaching common schools requires peculiar qualifications—that a certain degree of skill and experience is necessary on the part of the teacher to the right discharge of his duties,—and whereas, this skill and this experience may be acquired by a course of mental training; and whereas, without the aid of such training many teachers never acquire those qualifications so necessary to their success. Therefore,

Resolved, That we regard the instituting of teachers' drills as a measure calculated greatly to improve the qualifications of teachers, and to

secure to them that mastery in teaching which is so essential to the improvement of their scholars.

Mr. Griswold offered the following resolution, which was adopted unanimously:

Resolved, That it is the deliberate sense of this convention that town associations of teachers properly conducted, afford extraordinary facilities for improvement in the art of teaching, and that the immediate organization of such associations be earnestly recommended to the teachers of each town in this county.

On motion of Cyrus Brown, it was

Resolved, That the proceedings of this meeting be signed by the chairman and secretaries, and published in the several newspapers in this county and in the District School Journal, at Albany.

HORACE U. SOPER, *Pres't*
BRANON YOUNG, *Sec'y.*
C. B. GALENTINE,

[For the District School Journal.]

HERKIMER.

Little Falls, March 6, 1844.

MESSES. DWIGHT & RANDALL:—I avail myself of this opportunity to give to the public through the columns of your widely circulated and eminently useful Journal, a brief description of the present condition of the common schools in this county during the winter term.

The evidences of progress under the present system are ample and cheering. Never, since my acquaintance with the schools have they exhibited a state of prosperity so general and great as during the past winter. Three years ago last fall, when I commenced my official visits to the schools, I found more than one-third of them in such a state as to render the time and money spent in them worse than lost. Dirty school-houses, disorderly schools, irregularity of attendance, want of system in teaching, incompetent teachers, and too general indifference and apathy on the part of the inhabitants, is but a partial enumeration of the evils with which the cause of popular education at that time had to contend.

I do not mean to represent that these evils have now entirely disappeared, but they have been so far remedied, that the improvement which has been made is strikingly obvious, and every where gratefully acknowledged by the candid and intelligent. In the success which hitherto attended the efforts of the patriot and philanthropist they have ample inducement to persevere in their virtuous labors until every common school shall be made efficient in imparting to every child committed to its charge, a full knowledge and perfect practice of its whole duty.

On the first Wednesday in December last, the ceremony of a public dedication of a common school-house was performed in district number one, in the town of Wilmurt. This is the most northern town in the county, and is completely embosomed in that vast wilderness which comprises almost the entire high lands between the waters of the St. Lawrence on the north, the Hudson on the east, and the Mohawk on the south. The entire number of voters in the town is less than twenty-five. They are without exception, in moderate circumstances as to property, and exposed to all those hardships and

privations incident to remote and frontier settlements; but they have carried with them to their happy forest homes that intelligence, industry and moral worth which will ever make the desert bud and blossom like the rose; and, thanks to their own well-directed efforts, they can now exhibit a common school-house superior in accommodations and appearance to what most towns a few years since possessed.

G. Hinckley and E. Alwood, Esq's., of Wilmari, have laid the friends of common school reform under lasting obligations for their activity and perseverance in the promotion of this enterprise. A set of Mitchell's Outline Maps have been ordered for this school.

This school at the time of my last visit, was in charge of our ex-brother county superintendent, B. Holcombe, Esq., who holds a state certificate from Hon. Samuel Young, and is performing the high and responsible duty of a teacher to the entire satisfaction of his employers.

We had during the winter two town common school celebrations, each of which far exceeded in interest the most sanguine expectations of the friends of school reform.

The town of Newport, which has the proud distinction of possessing in district number one, the best common school-house in the county, was the first to set the example of a town celebration in this county. On Saturday, the fifteenth day of February last, under the excellent arrangement and supervision of S. Turtelott, M. D., town superintendent, the schools of that town met at the brick church in the village, and underwent a public examination. The weather was somewhat unfavorable and ill health prevented the attendance of many pupils, still the numbers present, the order of the exercises, the spirit and intelligence of both teachers and pupils, were highly gratifying to the friends of the common schools.

An excellent address to the teachers was made by Dr. Turtelott. The Rev. David Chassell, president of our county association, addressed the children of the assembled schools. His remarks were full of instruction and encouragement to his young auditors; they were listened to with marked attention, and will be long remembered. An address to the citizens was made by the county superintendent. The exercises throughout were interspersed and enlivened by excellent music by the Newport brass band.

On Thursday, the 20th of February, the common schools of Russia held their first town celebration. The weather was fine, the arrangements good, and the attendance of the schools and citizens surpassed the anticipations of the most sanguine.

The following is a schedule of the teachers, with the number of scholars who were present.

District No. 4, Mr. Phelps,	25 scholars.
" " " 5, " Millington,	60 "
" " " 6, " Barker,	65 "
" " " 7, " Beebe,	20 "
" " " 8, Miss Lander,	18 "
" " " 9, Mr. Garlock,	45 "
" " " 10, Miss Nicholson,	9 "
" " " 11, Mr. Cox,	25 "
" " " 12, Miss Donahoy's Select School,	18 "

Total, 283

OFFICERS.

President, Nathan Johnson, Esq., Town Sup't.
Marshal, Walter Booth, M. D.

ORDER OF EXERCISES.

- 1st. Vocal Music—Coronation. By the choir and schools.
- 2d. Prayer.
- 3d. Music by the choir and schools.
- 4th. Examination of the schools, during which several gave specimens of vocal music, which has this winter, for the first time, been taught in a large number of the schools.
- 5th. Singing.
- 6th. Intermission.
- 7th. Address by Rev. O. R. Howard, Principal of Fairfield Academy.
- 8th. Address by County Superintendent.
- 9th. Music—Old Hundred.
- 10th. Benediction.

The exercises throughout were of the deepest interest, and heart-cheering to the friends of the common schools.

Mr. Howard's address was admirable, and was listened to with the highest gratification by an audience of not less than five hundred persons. The choir was led by Ambrose Nicholson, Esq., a most capable and ardent friend of popular education. The numerous pieces performed were well chosen, and added great interest to the occasion.

The celebration was in every respect creditable to the town and to the teachers and scholars, and has been productive of the best effects.

The excellent town superintendent, N. Johnson, Esq., in a letter recently received, remarks: "I think an influence of the right kind pervades the whole community in consequence of our celebration; all are pleased. In those districts in which their schools were not present, or did not take part in the exercises, the inhabitants feel that they, or their teachers, are behind the times. I think, another year, all the schools, or nearly all, will be represented."

"I wish to say, for the encouragement of others, that apparently there was but very little interest felt by the people generally in getting up the celebration. There were a few friends of the movement, however, who were unwavering; and finally, after passing the Rubicon, and calling for assistance to make arrangements, every one manifested the greatest willingness and readiness to do anything to promote the object. Some, however, who felt willing to do, notwithstanding the course to be pursued, thought it would be a childish affair, &c. All are now satisfied with the result. If there is any complaint, it is because there was so little time for examination."

I have many more things that I would gladly say, were not this letter too long already.

We have erected the glorious motto, EXCELSION, in our common schools in this county, and I believe that there is a very general resolution on the part of school officers, parents, teachers and pupils to act upon the enabling principle of excelsion.

Truly yours,

JAS. HENRY, JR.

LIVINGSTON.

Mt. Morris, Feb. 17, 1845.

F. DWIGHT, Esq.—Pursuant to adjournment, the Livingston County Teachers' Association held its second quarterly meeting for the year, in the town of Mount Morris. The President being absent, O. D. Lake, Esq., was called to the chair.

On motion of Mr. Patchin, County Superintendent, a committee of three were appointed to draft resolutions, who reported the following, which, after an animated discussion, received the approbation and sanction of the association:

Resolved, That music should be taught and practised in all our common schools.

Resolved, That corporal punishment in schools cannot with safety to them be wholly abolished.

Resolved, That pupils who answer wholly in concert, are liable to neglect close mental discipline, and to form desultory habits of thought.

Resolved, That in our opinion the permanent establishment of a Teachers' Institute in every county in the state, with yearly penury did, is essentially necessary to promote the highest and best interests of district schools, and that this Association, through its officers, petition the Legislature to that effect.

At this stage of the meeting, J. J. Rockefeller, Esq., County Superintendent of the Northern Section of Allegany, ably addressed the teachers on the importance and responsibility of their station as instructors of youth; after which, on motion of Mr. C. Bennett, it was

Resolved, That our common schools ought to be supported by tax on the property of the State.

On motion of Mr. Bennett,
Resolved, That we highly appreciate the benefits arising from the office of the County Superintendent, and that we are strongly in favor of its continuance.

Mr. Patchin here addressed the Convention, briefly referring to what had been accomplished during the last three years, and contrasting also the old with the new system—showing that the present system is much the cheapest and most efficient.

The association then adjourned to meet at Geneseo, April 2, at the opening of the Teachers' Institute.

O. D. LAKE, CM.

J. McCaery, Sec'y.

MONTGOMERY.

MR. EDITOR:—Although a stranger to you personally, I take the liberty of addressing you for the purpose of showing, that although rather silent, old Montgomery is not much in the rear of her sister counties, so far as common school education is concerned; and as far as my observation extends, there is an increasing activity and zeal manifested by the teachers and superintendents on this subject; and I am happy to say that this interest does not stop here. The inhabitants generally are waking up to the importance of this branch of education, which is so closely identified with the happiness and prosperity of my beloved land. My prayer is, that it may increase until ignorance shall be known only in the annals of the past, and knowledge

be as equal in all the various walks of life, as liberty of thought itself.

What adds, and keeps alive the interest in our district is, the frequent teachers' associations. We had one on the first of July last, which was well attended. We had one also on the 23d ult. Our town superintendent, Mr. Reagles, gave a very plain and interesting address, illustrating the square and cube root; he was followed by the county superintendent, in a very clear and satisfactory address on Grammar. The Rev. Philip Wieting being present, most ably and eloquently discussed the subject of common school education; and I verily believe that the more frequent these meetings are, the oftener the public mind is brought to think and feel on this subject, just in that proportion will ignorance disappear from our land, and the standard of truth, morality and virtue rise, until moral and intellectual darkness shall fade away, and the waste places of the earth rejoice in its progress and its ultimate triumph.

GEORGE G. DUNCKLE,

Trustee of Dist. No. 22, Canajoharie.

RENSELAER.

TOWN CELEBRATION IN STEPHENTOWN.

This interesting anniversary (we hope it may be,) took place at the Unitarian chapel, near the centre of the town, on the 22d of February, according to previous appointment. The exercises were delayed in consequence of the non-arrival of Messrs. Wilson of Troy, Lansing of Greenbush, Flint of Sandlake, Hayes of Nassau, and Eldridge of Hancock, the committee appointed to award the premium. After waiting, however, some time, a new committee was selected, consisting of Mrs. Murdoch of Maine, and Rowley and Miss Rice of New-Lebanon, and Mr. Briggs of Stephentown. The exercises, consisting of reading, recitations in geography, grammar and arithmetic, interspersed with vocal music by the choir, then proceeded. Each school occupying the time allotted by the committee, acquitted itself with that spirit, readiness and perspicuity, which is characteristic of thorough mental training. Four schools were present, competitors not so much for the premium, (a set of outline maps) as for the honors of pre-eminence. The exercises lasted until nearly sunset, and although the competition was keen and animated, and each succeeding class, under the examination of its teacher, strove emulously to outdo those who preceded; still there was no manifestation of those most venomous and corroding of all human passions—envy and jealousy; all was pleasant and cheerful. The chapel was thronged with admiring and wondering fathers and mothers. Admiring the beauty of a spectacle never before witnessed in Stephentown. Wondering where such a throng of bright eyed intelligent pupils could have come from, and when they could have accumulated those stores of intellectual wealth which they were displaying. The committee awarded the premium to the school in district No. 3, Mr. King teacher; and after a short and impressive address from Mr. Glend and from the county superintendent, on delivering the maps, the exercises were closed. All separated, highly pleased with the result of the experiment.

of a public exhibition of the common schools, and the performances of the various schools.

The exhibition in geography, was illustrated by maps, both extemporaneous on the blackboard and prepared previously. Arithmetic with blackboard exercises, grammar in all its parts, showed that not a few of the pupils in any of the schools, were prepared to take upon themselves the tasks of teachers, and that they would do honor to their profession. They furnish also, a qualifying evidence of the onward progress of our common schools under our present excellent system. The audience was so highly gratified with the performances of the schools, that they resolved that every year should witness a similar exhibition. Professor Pattee, of Williams College, had kindly consented to deliver an address on the occasion, but the unusually bad state of the roads prevented his attendance. The large audience which was present, notwithstanding the badness of the roads, shows the interest which people feel in the cause of education.

WARREN.

(From the Glen's Falls Republican.)

QUEENSBURY COMMON SCHOOL ASSOCIATION.

The Common School Association of the town of Queensbury met in the schoolhouse at the Oneida, on Saturday, February 22d, 1845, at 2 o'clock P. M.

Ira A. Paddock, President of the Association, called to order; the minutes of the previous meeting were read, accepted and adopted; and the constitution of the society read.

On motion of C. T. Corliss, T. J. Strong was appointed secretary pro tem.

A motion was then made that the Chair appoint a committee of three to report suitable persons for officers of the association for the ensuing year. The chair named Messrs. Corliss, Lake and Hall, as such committee, which after consultation, reported as follows:

For President, Ira A. Paddock; Vice-President, Isaac Swan; Recording Secretary, T. J. Strong.

The report was unanimously adopted.

Messrs. Swan, Corliss, and Jenkins, were appointed by the chair Directors of the Association for the ensuing year.

Mr. Paddock stated the principal objects of the organization of this society. Its main object was the promotion of education, through the improvement and elevation of the People's Seminars—our Common Schools. It was intended to render this association auxiliary to the county association, as the county was to the state association; and thus by mutual co-operation, much could be done towards effecting the grand design of the whole. The negligence manifested by a large portion of the people, in regard to schools, was touched upon—if one-half the interest were taken (said Mr. P.) in behalf of our common schools, and if half the money and time were expended in elevating their standard, that there is in political matters—we should have good buildings, good teachers, and good schools, in every district throughout the state.

Mr. Thompson, county superintendent, thought very favorably of this plan of forming town associations. It would tend to unity of feeling and harmony of action, by means of which a reform might be effected; and if any thing needed

information—if improvement was required by any one system more than by another, certainly it was that of our common schools. Mr. T. made some extended remarks on the want of interest which appeared to exist, especially among parents, relative to these institutions—the want of uniformity in many schools—the folly of dismissing or changing good teachers every three months, and the uselessness of endeavoring to bring about any desirable reformation, without the hearty co-operation and aid of parents.

Mr. Corliss introduced the following resolution:

Resolved, That no language can express the folly or cruelty of that economy, which, to leave a fortune to a child, starves its intellect and impoverishes its heart.

Mr. H. Howard rose to say he could vote willingly for that resolution. He had observed a gross negligence and a want of interest on the part of parents, with regard to common schools and the education of children; he saw it yet—and he was pained to witness it. He had on many occasions heard farmers, when met together, discuss the best method of cultivating and improving their lands, of raising crops, and of wintering cattle; but he could not recollect the time when he had heard them say one word as to the best method of educating their children. Something should be done—something must be done to arouse and enlist the interest of parents in this educational cause. Mr. H. spoke at some length, in a forcible and interesting manner, on the necessity of exciting a more general feeling among parents as well as teachers, in relation to this all-important subject.

EVENING SESSION.

At the commencement of the evening session the association listened to a very able, instructive, and highly interesting address; by Mr. L. Thomson, the county superintendent.

Mr. Thomson said his remarks would be confined principally to the duties, requirements and responsibilities of common school teachers. He should not claim entire originality for every thing he might say, for the subject had been so repeatedly, ably and thoroughly discussed, that scarcely anything new could be said. The first object of the teacher should be to render his school pleasant. He should possess mildness and good humor without levity, and dignity without stiffness. A kindly nature and a forgiving disposition should ever be a characteristic of his government. The proper organization of the school should receive his careful consideration, the arrangement of classes, studies and recitations; his rules, regulations, study hours, and recesses, should all be regularly attended to; two or three general exercises should be had each day, and interruptions carefully provided against—for unless these things are all performed with regularity, a confusion will generally ensue, calculated to harass the teacher, and impede the pupil's progress. Silence and obedience should be effected rather by moral suasion than by other means; and in all his difficulties the teacher ought ever to inculcate moral principles—a love of truth, honesty, and patriotism, and a detestation of whatever is evil, as immorality, intemperance, dissipation, falsehood, especially the latter vice. Corporal punishment, Mr. Thompson, should be inflicted only in extreme cases. If it be imperiously demanded,

appoint a time, and make it an imperative obligation. A leading principle to be observed in teaching common schools, is, to teach but one thing at a time—to observe thoroughly in each study. Persons who have a little smattering of every thing, are aptly compared with a certain kind of pocket knife, which contains, in addition to the common blade, a saw, a file, a gimlet, tooth-pick, scissors, and cork-screw; but neither of which appendages is fit for its designed office. Scholars should be taught to think, explain, and give a reason for each thing they do. Attention should be called to the definition of words,—to the nature and effect of prefixes and suffixes,—and under no pretence should these important branches of education ever be neglected. Questions on the several reading-lessons should be asked, that pupils may learn to communicate their acquired knowledge. Mental arithmetic ought always to precede written; and it was to be hoped a class in this mental science of numbers, might be found in every school in the county. Mr. T. portrayed in a felicitous manner the peculiar benefits arising from each of the different studies pursued in the district school—showed the vast importance of attending to the bodily health of scholars—the necessity of having convenient, comfortable, and properly ventilated school-houses, and concluded with an eloquent address to teachers, on the great and fearful responsibilities of their station, placed as they were, among immortal beings, and answerable for their moral, intellectual, and even physical, character and condition. The teacher has power to make his scholars humane, kind, honest, and just, or to render them the reverse of every thing that is honorable, virtuous, amiable and good.

I. A. PADDOCK, Pres't.

T. J. SZRANO, Sec'y.

WYOMING.

[From the Western New Yorker.]

The Wyoming county Teacher's Association met pursuant to adjournment, at the court-house, in the village of Warsaw, Feb. 1, 1845, at 10 o'clock A. M. The meeting was called to order by the President, J. S. Denman, (County Superintendent,) who made a short but pertinent address on taking the chair.

On motion, a committee to prepare business for the meeting was appointed, consisting of Messrs. Holly and Johnson, and Miss E. Howard.

Discussion of questions presented by the committee, viz: 1st. Ought corporal punishment to be wholly and immediately abolished in district schools? 2d. What course is best adapted to inculcate moral instruction in our schools? 3d. Ought the higher branches of our English education to be taught in common schools? 4th. Should the common school teacher be required to have a general knowledge of physiology and animal mechanism?

The first question proposed by the committee was then taken up and discussed by Messrs. Dingham, Rich, Riggs, Holly, Mr. Tompkins, Combs, and Judd, and decided almost unanimously in the negative.

On motion, the consideration of the remaining questions presented by the committee was postponed till the next meeting of the Association.

A special invitation was given to female teachers to take part in discussions of the association, either by written or verbal communications, as may be most agreeable to them.

On invitation, Mr. Rich then addressed the convention for half an hour in reference to a plan of self-education and reform in the elements of written language.

The thanks of the convention were then presented Mr. R. for his very interesting and instructive remarks.

Resolved, That the proceedings of this meeting be sent for publication to the several newspapers of the county, and also to the District School Journal.

The Association then adjourned to meet at the court-house in the village of Warsaw, on the second Saturday in June, at 10 o'clock A. M.

The meeting was large, embracing more than one hundred and fifty teachers of the county, besides numerous spectators, and all appeared to separate with the feeling that good had been done.

J. S. DENMAN, Pres't.

C. J. JUND, Sec'y.

DISTRICT SCHOOL JOURNAL.

ALBANY, APRIL, 1845.

THE JOURNAL.

This volume will contain a greater variety of miscellaneous reading than any of its predecessors, and will be sustained by many new contributors. We hope it will merit the continuance of the confidence heretofore reposed in its management.

In the last number was a statement, which showed that the Journal depended entirely upon subscriptions for its support, and we look confidently to the superintendents, and other friends of education, to aid in extending its circulation.

MORAL EDUCATION.

This is the essential, but the neglected part of school training. The acquisition of knowledge, and not the formation of character, is constantly presented to the pupil, as the only object of effort, until the end of true education is forgotten, and that knowledge, which is a blessing or a curse to its possessor and to society, as it is subservient to virtuous or vicious principles, becomes the sole master of the will, usurping that throne where virtue should reign supreme.

It is this almost exclusive attention to intellectual culture, that vitiates the influence of the school on society, and impairs confidence in its power to prevent vice, or to foster virtue. For the most superficial reasoner perceives that the elementary studies have little or no influence on

the formation of those moral habits and principles which are essential to the prosperity and progress of man.

It is not therefore strange, that the school exclusively occupied with teaching these branches should be regarded with distrust or even dislike, by those who feel that what the master, and not what he knows, is the important result of education. Besides, there has been so much educational quackery, such disproportionate value given by the great leaders of reform, to comparatively unimportant methods, and so much exaggeration of the effect of certain doubtful or bad principles of discipline, that public attention has been diverted from the true, the only test of a good school—will it make the child a good citizen? Not a good son, that is, in the province of home; not a true christian, that belongs to religion; but a good citizen. For the district school is purely a political institution, and its teacher must make our youth industrious, honest, temperate, prudent, generous, just, obedient to the laws and devoted to their country. If virtue is thus sown in the rich soil of knowledge, and if, as the beautiful vine of life climbs upwards, its luxuriances are pruned, and its branches tended and sustained, it will, though planted in earth, bear its rich fruits in the sunshine of heaven.

The great problem to be solved, is, how can this moral culture be given? For, it is not safe longer to let accident determine whether those principles and habits, which are essential to the existence of our free institutions, shall be cherished or impaired, by the discipline and teachings of the schools. Better that our youth should be without book learning, than without integrity.

Let, then, every teacher of the opening summer schools, propose to herself, as a principal duty, the great work of forming character, that the intellect and the conscience may be simultaneously developed, and what the child learns, fit the man for usefulness and happiness. To facilitate the right discharge of this duty, we propose the following questions, hoping that some one of them may excite inquiry, and lead the teacher to make those improvements in moral training which are essential to safe and thorough education.

1. How are children taught to seek the truth, and to shun falsehood?
2. How is the sentiment of idleness formed or eradicated?
3. How are your pupils taught to shun idleness, and to seek the truth?

of their own conduct, that, as they grow older they may go safely through the devious paths of life?

4. Is avarice made contemptible, while prudence is honored?

5. What ideas about money are given to children. That it is in itself the chief good, or only as a means of good?

6. Do your pupils keep a journal in which they write the principal events of the day? What advantages arise from such methods of giving children habits of order, tending to fortify their morals?

7. How are just ideas of self-respect formed, a desire of good reputation cherished, a love of their fellow-beings confirmed?

8. Is kindness towards animals inculcated?

9. Are temperance, neatness, industry, economy and the kindred virtues, illustrated and enforced by occasional conversational exercises, in which an anecdote gives point to precept?

10. Do you in your own deportment, manner and life show your pupils these qualities in action, or does your example destroy the influence of your precepts?

In suggesting these questions, our object is not only to awaken inquiry, but to receive instruction, and we earnestly request those teachers whose experience has tested the value of any good method of moral training, to communicate it for publication, that it may be diffused throughout the country.

NORMAL SCHOOL.

THE examination of this institution was held on the 10th and 11th of last month and it confirmed the most sanguine anticipations of its warmest friends. We do not, however, intend to repeat the eulogium of the newspaper press, we prefer to leave to its pupils the vindication of the school.

The next term will open on the second Wednesday of this month, and as from some counties there are many more applicants than vacancies, it is important that the executive committee should be early informed, if there is any county that does not intend to send its full quota of state and volunteer pupils. The several county superintendents are, therefore, requested promptly to advise the secretary of the committee, if such vacancies, either of the state or volunteer pupils exist, that he may be able to answer the letters of those, who are not only anxious to enter as volunteer pupils, but are willing to pay their tuition, if they can only be received.

DAVID P. PAGE, Principal.

GEORGE R. PRINCE, A. M., Teacher of Mathematics.

M. G. McKEON, A. M., Teacher of Natural Sciences.

F. L. LILEY, Teacher of Vocal Music.

J. S. HOWARD, Teacher of Drawing.

connected are the barriers of moral restraint, and an active and energetic the vicious propensities, that the entire tendency of the mental organization is reversed, and the attainment of confirmed habits of virtue rendered possible only by a painful, systematic and laborious process of self-culture, conducted under the most favorable auspices. In short, the mental constitution and tendency of no two individuals of the race can be said to be the same; and consequently the elementary discipline which is to prepare them for the great arena of life, with its duties, responsibilities, struggles, reverses, triumphs, must be infinitely diversified, in order to comprehend, with any degree of ultimate success, the innumerable varieties of disposition and temperament which are thus found to exist. Still, it is by no means impracticable to arrive at certain fundamental principles, which, if not universally applicable to the mental and moral discipline of youth, will, in the great majority of instances, enable the educator to give that direction to the opening mind which will best conduce to its subsequent development and expansion—to form those habits and mature those principles which are to constitute the future character, and to cultivate those virtues and graces, the possession of which are so indispensable to happiness.

So important is a correct appreciation of these fundamental principles on the part of those who are charged with the education of the young, that it may safely be asserted that upon it depends almost exclusively the degree of success which their instructions, however valuable and comprehensive in an intellectual point of view, shall be found to have attained; in the formation and development of character. Knowledge, however accurate and sound, and firmly imbedded in the mind, is of no practical value to him whose moral nature has either been suffered to run to waste, or been distorted, disfigured and perverted by mistaken processes of discipline, or the operation of untoward circumstances. By far the greater portion of accumulated evils of our modern political and social organization, are unquestionably attributable to the unequal development of the intellectual and moral faculties. The progress of mere knowledge—of scientific induction—of artistic skill and ingenuity—has outstripped the capacity, and not unfrequently even the disposition, to apply it to the highest and noblest purposes of life; and that power which was conferred upon man for the attainment of the perfection of his being in all its fair and beautiful proportions, has been rendered subservient to mere material results of time and sense. This want of adaptation between the godlike faculties of thought and reason—creative and inventive power—combination and concentration of physical and mental effort—and the purposes, in the civil, social and political economy to which, with few exceptions, they have hitherto been applied, is mournfully apparent in the deranged structure of modern civilization. Vice and crime, suffering and misery, want and destitution, violence, rapine and bloodshed increase and multiply, with the increase and multiplication and diffusion of scientific knowledge and inventive skill, and the ponderous car of intellectual progress daily and hourly crushes beneath its remorseless wheels whole hordes of victims to the cold selfishness, the cold in-

difference, or the unrestrained passions of an enlightened age.

This inequality in the advancement and improvement of the intellectual and moral faculties, can be corrected only by a more equal and harmonious mental development and culture in early youth. Moral education should be contemporaneous and commensurate with intellectual progress. The great ideas of duty and responsibility, of truth, virtue, simplicity and singleness of character, benevolence and beneficence, should be kept constantly and clearly in view, reflected from the perfect union of christianity, and irradiated by the strong light of immortality. The atmosphere of the school-room should be perfectly free from the admixture of the baser ingredients of passion, in any of their shapes or forms. The artless innocence of childhood should there uniformly find a congenial field for the realization of its joyous hopes, its beaming anticipations, its ardent desire for knowledge, for improvement and progress. The law of love, of kindness, of disinterested regard for the welfare and happiness of others—of sympathy for others' woes—of forgiveness and forgetfulness of injuries—should be enforced by all those considerations derived from the natural and moral world, which are constantly present to the eye and to the mind; and not an incident capable of being seized upon without the appearance of an effort, and affording an apt illustration of some valuable moral lesson, should be suffered to pass unimproved. Mildness and dignity of demeanor on the part of the teacher—perfect self-possession, and perfect freedom from affectation—accompanied by the uniform manifestation of a kindly and paternal regard for the true interests, welfare and happiness of each individual committed to his charge, will seldom fail to make a deep and indelible impression upon the ingenuous moral nature of those who daily witness these attractive exhibitions. The cardinal elements of conduct and character will thus insensibly become interwoven and incorporated with their intellects and hearts, and under the fostering influences of parental and social co-operation, will speedily ripen into durable habits, and fixed principles of goodness and virtue.

S. S. R.

WRITING MATERIALS.

(By E. R., author of Popular Lessons—School Friend—and other admirable text-books.)

NO. II.

"WHAT should we do for something to write upon if we had no paper?" said one child to another. "We might use slates," readily replied she to whom the question was addressed. What was in use for this purpose before the invention of paper, is an interesting enquiry.

The materials used in ancient times to write upon, were hard substances—as stone, brick, metals, and wood. In Egypt, Greece, and Italy, these substances were employed. The laws of Solon for the Athenians, were engraved both on brass and wood. The laws of the Twelve Tables among the Romans were engraved upon slabs of oak. Being once engraved upon brass, when the tablet where they were kept was struck with lightning, the plates were melted.

Smooth tablets of wood, formed like the modern slate, and covered with a thin coating of wax, were employed to learn the art of writing upon, as well as to retain permanent matter. An instrument called the stylus, was used to impress the characters upon the surface of the wax. If these were imperfect, the writer, by means of a roller of heavy wood, obliterated the marks. Such an apparatus was used both by Greek and Roman boys at school; more flexible and manageable materials were desirable, and certain dried leaves of trees, of a firm substance were also used, as we use paper. The Egyptians wrote on leaves of the palm tree, and some Asiatic people still continue to do so. From this practice comes the phrase—"leaves of a book;" for the leaves employed to write upon might be fastened together like the sheets of paper which form our books of the present day. Linen was also used in very ancient times. This substance was first manufactured in Egypt, and is found written upon among the envelopes of Egyptian mummies three thousand years old.

The inner bark of certain trees, as a material to write upon, is yet used in several parts of Asia. This bark, called by the Romans *liber*, thus gave name to a book. In the Latin, *liber* signifies book. Our English word—library—a collection of books, is obviously derived from the former word. The Saxon conquerors of Britain used the bark of a beech tree to write on; the Saxon name of the beech is *beo*—whence our English word book.

In Egypt grows a rush called papyrus; its stem is tall, straight, and triangular; in a certain stage of its growth the inside of the stem is soft, like the pith of a corn-stalk, and may be separated into long flatstrips; these strips, placed like the threads of a piece of cloth, were crossed by other strips, wetted, and then pressed by a heavy roller. In their soft state, the whole substance thus pressed, formed a sheet, resembling modern paper, and when dried was put to the same uses. From papyrus comes the word paper.

Our modern paper is made from linen and cotton rags. The papyrus, like cotton and flax, was not merely used to make paper, but was manufactured into cloth, sails, ropes, wicks for lamps, and similar articles. The Romans, on becoming masters of Egypt, about half a century before Christ, bestowed great attention on the manufacture of this paper from the reed of the Nile.

Parchment and vellum were invented, it is said, by Eumenes, King of Pergamus, in Asia Minor, about two and a half centuries before the Christian era. Parchment is prepared from the skins of sheep and goats; vellum, which is a finer material, from the skins of young calves. Both these are costly, and were only used to preserve the most important writings.

The origin of cloth paper is uncertain. It was introduced into Europe from the East, and became common about the end of the twelfth century. The oldest English manuscript on linen paper, dates 1340. There are said to be some in Spain of greater antiquity. The oldest German paper-mill was established at Nuremberg, 1390—fifty years before the invention of printing. The existence of paper is necessary to make printing available to any considerable extent; it is somewhat remarkable that in Germany man-

kind are indebted for the first manufacture of watches, of gunpowder, of paper, and of printed books—articles, with exception of gunpowder, of such immense service in daily life.

The instruments employed in writing, must, of course, vary with the substance written upon. The chisel was used to cut letters in stone. For writing on wax the stylus, a pointed iron instrument, resembling a pencil in form, was, as has been remarked, employed. This was carried in a sheath or case. Ivory and bone were also employed to write with.

The English word style, signifying the mode or form of expressing one's thoughts, is derived from the stylus. Reeds or canes, to write upon Egyptian paper and parchment, came into use with those articles. The reed of the Nile—*calamus*—was preferred to any other. This was brought to a point and split, much in the manner of our present pens, but it left the writing rough and uneven. Reeds and canes are still employed among oriental people. Quills from the wing of the goose superseded the cane in Europe in the ninth century. At the present time (1845) the steel pen has in great measure taken place of the quill. The latter, still preferred by many, continues to be used, but the steel pen is generally employed. Inks of various colors, are of the same antiquity as paper and pens.

The value of writing, as an art, as a means of instruction and improvement, was highly appreciated by the Greeks. The subjoined beautiful verses, personifying a reed pen, were translated from the Greek:

THE PEN.

[Translated from the Greek.]

I was a senseless thing—a lonely reed!
No blossom hung its beauty on the weed;
Alike in summer's sun and winter's gloom,
I breathed no fragrance, and I wore no bloom.
No cluster wreathed me—day and night I pined
On the wild moor, and withered in the wind.
At length a wanderer found me, from my side
He smoothed the pale decaying leaves, and dyed
My lips in Helicon! From that high hour
I spoke! My words were flame—were living
power,
And there was sweetness round me. Never fell
Eve's sweeter dew upon the lily's bell.
I shone! night fled! as if a trumpet called
Man's spirit rose—pure, fiery, disenthralled.
Tyrants of earth, ye saw your light decline
When I stood forth a wondrous, wondering sign;
To me the iron sceptre was a wand—
The roar of nations peated at my command!
To me the dungeon, scourge and sword were
vain;

I smote the smiter, and I broke the chain;
Or, towering o'er them all without a plume,
I pierced the purple air, the tempest's gloom,
Till burst the Olympian splendor on the eye,
Stars, temples, thrones and gods—infinity.

RESPONSIBILITY.

Responsibility arises from the relations which man sustains to his fellow man, and as these relations are almost infinitely diversified so are the responsibilities arising from them. What one man cannot neglect without a breach of trust or a violation of both human and divine

law another man may be under no obligation to perform, and this difference of obligation arises from the different relations they sustain to community. He who is raised to the office of President of the United States, or of Governor of one of our States, from the relation he sustains to the people, incurs responsibilities which rest not on the mechanic or farmer, or the members of the different professions. The judge on the bench, as the dispenser of justice and the expounder of law, has duties to discharge which arise from the relation he sustains to society, and which devolve not on any others. On the lawyer, physician and minister of religion, community has claims which it prefers not against any other of its members. These illustrations are sufficient to show the truth of the doctrine with which we commenced, viz: That Responsibility arises from the relation which man sustains to his fellow man. And we will perceive how important it is that every man should recognize and discharge the responsibilities devolving on him when we consider that the brief period of man's earthly existence, even when it extends to threescore years and ten does not fix the limit of his influence. The faithfulness or unfaithfulness with which he fulfils his obligations sets in motion influences which continue to move on, when the human machine which gave them their first impulse has ceased to act. Thus the influence which every man exerts, whether good or bad, descends the stream of time with either poisoning or purifying efficacy to succeeding generations. The corrupt judge, the dishonest merchant, the double faced politician, the faithless mechanic, all by disregarding their individual and peculiar responsibilities, inflict an injury not only on their own generation. They have struck chords which send their vibrations far into the future—they have set in operation influences, which die not when they themselves die, but which travel on and down perhaps to the end of time. The influence of a Napoleon, a La Fayette and a Washington, is still felt in our world, though these names are numbered with the dead. Voltaire, Hume and Paine, still live and act in the infidelity which they set to work, and which continues and will continue to work in poisoning minds to successive generations.

My object in making these few remarks with regard to individual responsibility and the importance of recognizing and meeting individually our obligations, is to introduce the subject to which I design very briefly to direct your attention, viz: *The Responsibilities of those who sustain the relation of teachers to the rising generation.*

If we measure the responsibility of men, by the amount of influence which they have, the opportunity of exerting, either for good or bad, or by the influence which in point of fact they do not exert, (and it will be admitted by all I presume, that this is a just rule,) then there is no class of men, unless we make the ministers of religion an exception, on whom devolve more weighty obligations and solemn responsibilities than that to which is entrusted the primary education of our youth. This will appear evident, I think, if we consider the various relations sustained by the instructor of youth.

The first place, he sustains an important re-

lation to the parents of his pupils. They have committed to him a matter of vast moment both to themselves and their children. They solicit the assistance of the school teacher to perform for them a work, the value of which cannot be estimated by dollars and cents. It is true indeed, that all parents do not regard the early instruction of their children in so serious a light. Judging from the indisposition of some to provide comfortable and convenient school-houses, and the necessary books and their want of interest in the whole subject, we are compelled to conclude, that it is not so much from a desire to secure for them a thorough education, that they send their children to schools, as from a disposition to find occupation for them during the years they would be useless, or perhaps in the way at home; or if a more worthy motive is before their minds, it seems to have little or no reference to the mental improvement of their children, but rather a sordid regard to the means of securing a support for their merely animal natures, to the entire neglect of their moral and intellectual. The idea of embracing in their education a preparation for moral and intellectual enjoyment, enters not into their calculations. If their children are qualified to give a practical solution to the question "what shall I eat and what shall I drink, and where with shall I be clothed?" the purpose of education is in the estimation of such parents fully reached. But while there are some who are thus blind to the higher and nobler offices of education, and entertain these limited ideas with regard to its object, there are others, and we believe the number is rapidly increasing, who do not restrict the instruction of their children only to those subjects which may be turned to immediate account in the business employments of life; but regarding their rational as well as the mere animal nature, acknowledge the claims which mind has for both nourishment and enjoyment. They desire therefore, to see their children qualified not only to take part in the active business of life, and provide for themselves, but also prepared to enjoy pleasures of an intellectual and moral kind, both in the pursuit and possession of the good things of this life. But to be thus educated the mind of the youth must be occupied with something more than the dry detail of learning to read, write and cypher. He must know the history of the past and present; must be taught to think, compare and judge. There are few parents, however, who have either the time or the qualifications for performing a task of this kind; and therefore they avail themselves of the assistance of those who make the instruction of youth their business, and commit the whole subject to them. And their desires and hopes with regard to their children, are realized, only when the teacher, entering into their views and feelings, aims at securing these ends. And this they have a right to expect. They are, on the one hand, obligating themselves to pay to the teacher a reasonable compensation for his services; and he, on the other, assuming the responsibilities of an instructor of youth, is bound in honesty to discharge all the duties which that office contemplates. If he neglect to do so, he wrongs those who have employed him.

SARATOGA.

(To be continued.)

Smooth tablets of wood, formed like the modern slate, and covered with a thin coating of wax, were employed to learn the art of writing upon, as well as to retain permanent matter. An instrument called the stylus, was used to impress the characters upon the surface of the wax. If these were imperfect, the writer, by means of a roller of heavy wood, obliterated the marks. Such an apparatus was used both by Greek and Roman boys at school; more flexible and manageable materials were desirable, and certain dried leaves of trees, of a firm substance were also used, as we use paper. The Egyptians wrote on leaves of the palm tree, and some Asiatic people still continue to do so. From this practice comes the phrase—"leaves of a book," for the leaves employed to write upon might be fastened together like the sheets of paper which form our books of the present day. Linen was also used in very ancient times. This substance was first manufactured in Egypt, and is found written upon among the envelopes of Egyptian mummies three thousand years old.

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The origin of cloth paper is uncertain. It was introduced into Europe from the East, and became common about the end of the twelfth century. The oldest English manuscript on linen paper, dates 1340. There are said to be some in Spain of greater antiquity. The oldest German paper-mill was established at Nuremberg, 1390—fifty years before the invention of printing. The existence of paper is necessary to make printing available to any considerable extent; it is somewhat remarkable that in Germany man-

kind are indebted for the first manufacture of watches, of gunpowder, of paper, and of printed books—articles, with exception of gunpowder, of such immense service in daily life.

The instruments employed in writing, must, of course, vary with the substance written upon. The chisel was used to cut letters in stone. For writing on wax the stylus, a pointed iron instrument, resembling a pencil in form, was, as has been remarked, employed. This was carried in a sheath or case. Ivory and bone were also employed to write with.

The English word *style*, signifying the mode or form of expressing one's thoughts, is derived from the stylus. Reeds or canes, to write upon Egyptian paper and parchment, came into use with those articles. The reed of the Nile—*calamus*—was preferred to any other. This was brought to a point and split, much in the manner of our present pens, but it left the writing rough and uneven. Reeds and canes are still employed among oriental people. Quills from the wing of the goose superseded the cane in Europe in the ninth century. At the present time (1845) the steel pen has in great measure taken place of the quill. The latter, still preferred by many, continues to be used, but the steel pen is generally employed. Inks of various colors, are of the same antiquity as paper and pens.

The value of writing, as an art, as a means of instruction and improvement, was highly appreciated by the Greeks. The subjoined beautiful verses, personifying a reed pen, were translated from the Greek:

THE PEN.

[Translated from the Greek.]

I was a senseless thing—a lonely reed!
No blossom hung its beauty on the weed;
Alike in summer's sun and winter's gloom,
I breathed no fragrance, and I wore no bloom.
No cluster wreathed me—day and night I pined
On the wild moor, and withered in the wind.
At length a wanderer found me, from my side
He smoothed the pale decaying leaves, and dyed
My lips in Helicon! From that high hour
I spoke! My words were flame—were living
power,
And there was sweetness round me. Never fell
Eve's sweeter dew upon the lily's bell,
I shone! night fled! as if a trumpet called
Man's spirit rose—pure, fiery, disenthralled.
Tyrants of earth, ye saw your light decline
When I stood forth a wondrous, wondering sign;
To me the iron sceptre was a wand—
The roar of nations pealed at my command!
To me the dungeon, scourge and sword were
vain;
I smote the smiter, and I broke the chain;
Or, towering o'er them all without a plume,
I pierced the purple air, the tempest's gloom,
Till burst the Olympian splendors on the eye,
Stars, temples, thrones and gods—infamy.

RESPONSIBILITY.

Responsibility arises from the relations which man sustains to his fellow-man, and as these relations are almost infinitely diversified so are the responsibilities arising from them. What one man cannot neglect without a breach of trust or a violation of both human and divine

law another man may be under no obligation to perform, and this difference of obligation arises from the different relations they sustain to community. He who is raised to the office of President of the United States, or of Governor of one of our States, from the relation he sustains to the people, incurs responsibilities which rest not on the mechanic or farmer, or the members of the different professions. The judge on the bench, as the dispenser of justice and the expounder of law, has duties to discharge which arise from the relation he sustains to society, and which devolve not on any others. On the lawyer, physician and minister of religion, community has claims which it prefers not against any other of its members. These illustrations are sufficient to show the truth of the doctrine with which we commenced, viz: That Responsibility arises from the relation which man sustains to his fellow man. And we will perceive how important it is that every man should recognize and discharge the responsibilities devolving on him when we consider that the brief period of man's earthly existence, even when it extends to threescore years and ten does not fix the limit of his influence. The faithfulness or unfaithfulness with which he fulfils his obligations sets in motion influences which continue to move on, when the human machine which gave them their first impulse has ceased to act. Thus the influence which every man exerts, whether good or bad, descends the stream of time with either poisoning or purifying efficacy to succeeding generations. The corrupt judge, the dishonest merchant, the double faced politician, the faithless mechanic, all by disregarding their individual and peculiar responsibilities, inflict an injury not only on their own generation. They have struck chords which send their vibrations far into the future—they have set in operation influences which die not when they themselves die, but which travel on and down perhaps to the end of time. The influence of a Napoleon, a La Fayette and a Washington, is still felt in our world, though these names are numbered with the dead. Voltaire, Home and Paine, still live and act in the infidelity which they set to work, and which continues and will continue to work in poisoning minds to successive generations.

My object in making these few remarks with regard to individual responsibility and the importance of recognising and meeting individually our obligations, is to introduce the subject to which I design very briefly to direct your attention, viz: *The Responsibility of those who sustain the relation of teachers to the rising generation.*

If we measure the responsibility of men, by the amount of influence which they have the opportunity of exerting, either for good or bad, or by the influence which in point of fact they do not exert, (and it will be admitted by all I presume, that this is a just rule,) then there is no class of men, unless we make the ministers of religion an exception, on whom devolve more weighty obligations and solemn responsibilities than that to which is entrusted the primary education of our youth. This will appear evident, I think, if we consider the various relations sustained by the instructor of youth.

The first place, he sustains an important re-

lation to the parents of his pupils. They have committed to him a matter of vast moment both to themselves and their children. They solicit the assistance of the school teacher to perform for them a work, the value of which cannot be estimated by dollars and cents. It is true indeed, that all parents do not regard the early instruction of their children in so serious a light. Judging from the indisposition of some to provide comfortable and convenient school-houses, and the necessary books and their want of interest in the whole subject, we are compelled to conclude, that it is not so much from a desire to secure for them a thorough education, that they send their children to schools, as from a disposition to find occupation for them during the years they would be useless, or perhaps in the way at home; or if a more worthy motive is before their minds, it seems to have little or no reference to the mental improvement of their children, but rather a sordid regard to the means of securing a support for their merely animal natures, to the entire neglect of their moral and intellectual. The idea of embracing in their education a preparation for moral and intellectual enjoyment, enters not into their calculations. If their children are qualified to give a practical solution to the question "what shall I eat and what shall I drink, and where with shall I be clothed?" the purpose of education is in the estimation of such parents fully reached. But while there are some who are thus blind to the higher and nobler offices of education, and entertain these limited ideas with regard to its object, there are others, and we believe the number is rapidly increasing, who do not restrict the instruction of their children only to those subjects which may be turned to immediate account in the business employments of life; but regarding their rational as well as the mere animal nature, acknowledge the claims which mind has for both nourishment and enjoyment. They desire therefore, to see their children qualified not only to take part in the active business of life, and provide for themselves, but also prepared to enjoy pleasures of an intellectual and moral kind, both in the pursuit and possession of the good things of this life. But to be thus educated the mind of the youth must be occupied with something more than the dry detail of learning to read, write and cypher. He must know the history of the past and present; must be taught to think, compare and judge. There are few parents, however, who have either the time or the qualifications for performing a task of this kind; and therefore they avail themselves of the assistance of those who make the instruction of youth their business, and commit the whole subject to them. And their desires and hopes with regard to their children, are realized, only when the teacher, entering into their views and feelings, aims at securing these ends. And this they have a right to expect. They are, on the one hand, obligating themselves to pay to the teacher a reasonable compensation for his services; and he, on the other, assuming the responsibilities of an instructor of youth, is bound in honesty to discharge all the duties which that office contemplates. If he neglect to do so, he wrongs those who have employed him.

SARATOGA.

(To be continued.)

SUFFOLK COUNTY.

To the Editor of the District School Journal:

DEAR SIR—Inasmuch as Suffolk county has not been much heard from in the very interesting educational movement which has been made during the last three years, in the way of improving the common schools throughout the State, by means of the new system, in the supervision of schools by county and town superintendents; I have thought it to be my duty to give some account of my action as superintendent of this county, and to state some of the many trials and difficulties which it is my lot to encounter, as well as the few encouragements with which I am occasionally cheered in the discharge of my duties. When I first entered upon the discharge of the duties of my appointment, I felt a very considerable degree of zeal for the promotion of the interests of the schools. I was well aware that it was very necessary that the schools in this county generally should be improved; and though I felt that in the discharge of the duties of the office I might be subjected to pecuniary sacrifices, as well as to all that is disagreeable in leaving a home of some comforts and many endearments, to travel about the county at the inclement seasons of the year; yet I counseled myself with the reflection, that if I could be of any service to the schools of my native county, it would be something that I could look back upon with pleasure, and which would be an ample reward for any sacrifices which I might be called upon to make. I have endeavored, in all my action in this matter, to keep myself back—to avoid any thing like the arrogance or “insolence of office.” I was, from the first, impressed with the belief that I could do very little myself, except by the co-operation of those who were immediately interested in the schools. I have therefore endeavored to exercise the little influence which I possess, to the end, that a greater interest might be felt by parents and trustees of districts, in a matter which is so closely connected with the best interests of their children. I have, as opportunities have offered, addressed the people of the districts; but I have found that it is very difficult to be very interesting upon this, as well as upon any other subject, where there is no sympathy—no feeling in common between hearers and speaker. What a difference between talking to an audience upon this subject, and the subject of politics! In politics, all feel the inspiration, and the most commonplace and even senseless remarks are sure to meet with a response from the audience; if there be a pretty frequent repetition of the words democracy and suffrage. It is very unfashionable in this country for the people, or even the trustees, to visit the schools, and it is rather seldom that they get out at my visitations. It is sometimes said to me that I am paid for visiting the schools; it is my business, and I must go without them. This is rather trying, but I have, notwithstanding, endeavored to do my duty as well as I could. I have been very sensible, though; that I was doing, and could do much less good to their schools. The town superintendents I have ever found ready to co-operate with me. There is a considerable clamoring in this county for the abolishment of the office of county superintendent; and if I believed

that a majority of the intelligent and judicious part of our population were in favor of this, I should be in favor of it myself. There are many of our intelligent and valuable citizens who are in favor of this abolishment, but I think a much greater number who are opposed to it. There are some individuals high in office, also, who are using their influence to this end; but I am happy to say that we have some intelligence in our county out of office. This carrying, however, about the office, renders it very unpleasant for the officer, and in a great measure destroys his usefulness. But though I find so much that is trying, I must, in justice to the people of my county say, that I have found much that is pleasant to me; I have found in many sections of the county an interest manifested in the schools, and a readiness to co-operate with me on the part of trustees and inhabitants of districts which has been encouraging and gratifying to me; and I have had extended to me the kindest hospitality, which I shall not soon forget. Finally, I can say that my interest in the schools has not in the least diminished; but that I believe that some other person may be selected to fill the office, who may be more useful to the schools than I can be. I shall therefore not visit the schools again as an officer, after I have gone through with my present tour of visitation. And though I shall not act as an officer, yet I expect to exercise my little influence as opportunities shall offer, for the improvement of the schools; and I can but wish that if the office of county superintendent be abolished, there may be no effort made to abolish the schools.

SAMUEL A. SMITH,
Co. Sup't Suffolk Co.

Smithtown, Feb. 15th, 1845.

SCHOOL CELEBRATION IN BERLIN AND PETERSBURGH.

A contest for a set of Outline Maps.

MR. DWIGHT—I have recently enjoyed the opportunity of attending the common school examinations and celebrations in Berlin and Petersburg, Rensselaer county. Mr. William Van Rensselaer had offered a set of outline Maps, (each set worth fifteen dollars,) to the best schools in the towns of Berlin, and Petersburg, and Grafton, to be adjudged by an impartial committee of five.

In Berlin, three schools entered for the prize, and were examined in reading, arithmetic, geography and English grammar, by their respective teachers, and also by the committee. The questions were promptly answered in all the branches, and the peculiar mode of teaching, clearly exhibited. Many of the inhabitants of the respective districts were in attendance, and manifested a deep interest in the examination. The scholars of each school, and their teachers, acquitted themselves in a manner highly satisfactory to all present; and led the committee and others, only to regret that they were not supplied with a set of maps for each school. Berlin has done nobly, and may she continue her onward course. In Petersburg, only two schools were examined. The prize was warmly contested by each school. The schools had been thoroughly trained, and were as equally balanced that the committee were greatly embarrassed in giving the preference to either school. The reading by

Mr. Clow's school was decidedly the best I ever heard of in a common school; but the school taught by Mr. Green, excelled his in arithmetic and geography. A pupil in the school of Mr. Green drew a map of the world upon the blackboard, with such a degree of skill and accuracy as to astonish all present. Indeed, there was much to admire in the modes of teaching adopted by all the teachers in both towns, while the appearance and conduct of the scholars were such as to excite our admiration.

I had the pleasure of addressing large and attentive audiences in the evening, on the great subject of education. Though I cannot approve of the principle of awarding prizes, yet I trust an impulse has been given to the cause of education, through the efficient county superintendent, Dr. Thomas, in Rensselaer county, which will lead to important results.

S. R. SWEET.

City of Albany, March 5th, 1845.

THE ERRING.

BY JULIA A. FLETCHER.

Think gently of the erring!

Ye know not of the power

With which the dark temptation came,
In some unguarded hour.

Ye may not know how earnestly

They struggled, or how well,
Until the hour of weakness came
And sadly thus they fell.

Think gently of the erring!

Oh do not thou forget,
However darkly stained by sin,
He is thy brother yet.

Heir of the self-same heritage!

Child of the self-same God!
He hath but stumbled in the path,
Thou hast in weakness trod.

Speak gently to the erring!

For is it not enough
That innocence and peace have gone,
Without thy censure rough?
It sure must be a weary lot
That sin-crushed heart to bear,
And they who share a happier fate,
Their chidings well may spare.

Speak kindly to the erring!

Thou yet mayst lead them back,
With holy words, and tones of love,
From misery's thorny track.
Forget not thou hast often sinned,
And sinful yet must be,—
Deal gently with the erring one
As God hath dealt with thee!

From Chambers' Ealing Journal.

THE FIRST OFFENCE.

In the cheerful dining-room of my bachelor friend, Stevenson, a select party was assembled to celebrate his birth-day. An animated discussion had been carried on for some time, as to whether the first deviation from integrity should be treated with severity or leniency. Various were the opinions, and numerous the arguments brought forward to support them. The majority appeared to lean to the side of crushing all

offences in the bud, when a warm-hearted old gentleman exclaimed, depend upon it, more young people are lost to society from the first offence being treated with injudicious severity, than from the contrary extreme. Not that I would pass over even the slightest deviation from integrity, either in word or deed; that would certainly be mistaken kindness; but on the other hand neither would I punish with severity, an offence committed, perhaps, under the influence of temptation—temptation, too, that we ourselves may have thoughtlessly placed in the way, in such a manner as to render it irresistible. For instance a lady hires a servant; the girl has hitherto borne a good character, but it is her first place; her honesty has never yet been put to the test. Her mistress, without thinking of the continual temptation to which she is exposing a fellow-creature, is in the habit of leaving small sums of money, generally copper, lying about in her usual sitting-room. After a time, she begins to think that these sums are not always found exactly as she left them. Suspicion falls upon the girl, whose duty it is to clean the room every morning. Her mistress, however, thinks she will be quite convinced before she brings forward her accusation. She counts the money carefully at night, and the next morning some is missing. No one has been in the room but the girl; her guilt is evident. Well, what does the mistress do? Why, she turns the girl out of her house at an hour's notice; cannot, in conscience, give her a character; tells all her friends how dreadfully distressed she is; declares there is nothing but ingratitude to be met with among servants; laments over the depravity of human nature; and never dreams of blaming herself for her wicked—yes, it is wicked—thoughtlessness in thus constantly exposing to temptation a young ignorant girl; one, most likely, whose mind, if not enveloped in total darkness, has only an imperfect twilight knowledge whereby to distinguish right from wrong. At whose door, I ask, he continued, growing warmer, will the sin lie, if that girl sink into the lowest depths of vice and misery? Why, at the door of her who, after placing temptation in her very path, turned her into the pitiless world, deprived of that which constituted her only means of obtaining an honest livelihood—her character; and that without one effort to reclaim her—without affording a single opportunity of retrieving the past, and regaining by future good conduct the confidence of her employer.

There is, I fear, too much truth in what you say, remarked our benevolent host, who had hitherto taken no part in the conversation; and it reminds me of a circumstance that occurred in the earlier part of my life, which, as it may serve to illustrate the subject you have been discussing, I will relate.

There was a general movement of attention; for it was a well known fact that no manufacturer in the town of — was surrounded with so many old and faithful servants as our friend Stevenson.

In the outset of my business career, said he, I took into my employment a young man to fill the situation of under clerk; and, according to a rule I had laid down, whenever a stranger entered my service, his duties were of a nature to

involve as little responsibility as possible, until sufficient time had been given to form a correct estimate of his character. This young man, whom I shall call Smith, was of a respectable family. He had lost his father, and had a mother and sisters in some measure dependent upon him. After he had been a short time in my employment, it happened that my confidential clerk, whose duty it was to receive the money from the bank for the payment of wages, being prevented by an unforeseen circumstance from attending at the proper time, sent the sum required by Smith. My confidence was so great in my head clerk, who had been long known to me, that I was not in the habit of regularly counting the money when brought to me; but as, on the occasion, it had passed through other hands, I thought it right to do so. Therefore, calling Smith back as he was leaving my counting-house, I desired him to wait a few minutes, and proceeded to ascertain whether it was quite correct. Great was my surprise and concern on finding that there was a considerable deficiency.

"From whom," said I, "did you receive this money?" He replied, "from Mr. —," naming my confidential clerk. "It is strange," said I, looking steadily at him. But this money is incorrect, and it is the first time that I have found it so. He changed countenance and his eyes fell before mine; but he answered with tolerable composure, that it was as he had received it.

"It is vain," I replied, "to attempt to impose on me, or to endeavor to cast suspicion on one whose character, for the strictest honesty and undeviating integrity, is so well established. Now, I am perfectly convinced that you have taken this money, and that it is at this moment in your possession: and I think the evidence against you would be sufficient to justify me in immediately dismissing you from my service. But you are a very young man; your conduct has, I believe, been hitherto perfectly correct, and I am willing to afford you an opportunity of redeeming the past. All knowledge of this matter rests between ourselves. Candidly confess, therefore, the error of which you have been guilty; restore what you have so dishonestly taken; endeavor, by your future good conduct, to deserve my confidence and respect, and this circumstance shall never transpire to injure you. The poor fellow was deeply affected. In a voice almost inarticulate with emotion, he acknowledged his guilt and said that, having frequently seen me receive the money without counting it, on being entrusted with it himself, the idea had flashed across his mind that he might easily abstract some without incurring suspicion, or, at all events, without there being sufficient evidence to justify it; that, being in distress, the temptation had proved stronger than his power of resistance, and he had yielded. I cannot now, he continued, prove how deeply your forbearance has touched me; time alone can show that it has not been misplaced. He left me to resume his duties.

Days, weeks, and months, passed away, during which I scrutinized his conduct with the greatest anxiety, whilst, at the same time, I carefully guarded against any appearance of suspicious watchfulness; and with delight I observed that so far my experiment had succeeded.

The greatest regularity and attention—the utmost devotion to my interests—marked his business habits, and this without any display; for his quiet and humble deportment was from that time remarkable. At length, finding his conduct invariably marked by the utmost openness and plain-dealing, my confidence in him was so far restored, that, on a vacancy occurring in a situation of greater trust and increased emolument than the one he had hitherto filled, I placed him in it; and never had I the slightest reason to repent of the part I had acted towards him. Not only had I the pleasure of reflecting that I had in all probability saved a fellow-creature from a continued course of vice, and consequent misery, and afforded him the opportunity of becoming a respectable and useful member of society, but I had gained for myself an indefatigable servant—a faithful and constant friend. For years he served me with the greatest fidelity and devotion. His character for rigid, nay, even scrupulous honesty, was so well known, that as honest as Smith, became a proverb among his acquaintances. One morning I missed him from his accustomed place, and, upon inquiry, learned that he was detained at home by indisposition. Several days elapsed and still he was absent; and upon calling at his house to inquire after him, I found the family in great distress on his account. His complaint had proved typhus fever of a malignant kind. From almost the commencement of his attack, he had, as his wife, (for he had been some time married) informed me, lain in a state of total unconsciousness, from which he had roused only to the ravings of delirium; and that the physician gave little hope of his recovery. For some days he continued in the same state; at length a message was brought me, saying that Mr. Smith wished to see me; the messenger adding that Mrs. Smith hoped I would come as soon as possible, for she feared her husband was dying. I immediately obeyed the summons.

On entering his chamber, I found the whole of his family assembled to take a farewell of him they so tenderly loved. As soon as he perceived me, he motioned for me to approach near to him, and taking my hand in both of his, he turned towards me his dying countenance, full of gratitude and affection, and said, "My dear master, my best earthly friend, I have sent for you that I may give you the thanks and blessing of a dying man for all your goodness to me. To your generosity and mercy I owe it, that I have lived useful and respected, that I die lamented and happy. To you I owe it, that I leave to my children a name unstained by crime, that in after years the blush of shame shall never tinge their cheeks at the memory of their father. O God!" he continued, "Thou who hast said blessed are the merciful, bless him. According to the measure he has meted unto others, do thou mete unto him." Then turning to his family, he said, "My beloved wife and children, I intrust you, without fear, to the care of that heavenly Parent who has said, 'Leave thy fatherless children to me, and I will preserve them alive; and let thy widows trust in me.' And you, my dear master, will, I know, be to them as you have been to me—guide, protector and friend." That, continued the kind old man, looking round upon us with us with glistening eyes, though mixed with sorrow, was one of the happiest moments of my life. As I stood by the bedside of the

dying man, and looked around upon his children growing up virtuous, intelligent and upright, respecting and honoring, as much as they loved their father; when I saw his wife, though overcome with grief for the loss of a tender and beloved husband, yet sorrowing not as one without hope, but even at that moment of agony deriving comfort from the belief that she should meet him again in that world where

'Adieu and farewells are a sound unknown,'

when I listened to his fervent expressions of gratitude, and saw him calmly awaiting the inevitable stroke, trusting in the mercy of God, and at peace with his fellow-men; and when I thought what the reverse of all this might have been—crime, misery, a disgraceful and dishonored life, perhaps a shameful and violent death—had I yielded to the first impulse of indignation, I felt a happiness which no words can express. We are told that there is more joy amongst the angels of God over one sinner that repenteth, than over ninety-nine just persons that need no repentance. With such joy as we imagine theirs, did I rejoice over poor Smith, as I closed his eyes, and heard the attendant minister in fervent tones exclaim, "Blessed are the dead that die in the Lord; yea, saith the spirit, for they rest from their labors and their works do follow them!"

My friends, I am an old man. During a long and eventful career in business, I have had intercourse with almost every variety of temper and disposition, and with many degrees of talent, but I have never found reason to swerve from the principle with which I set out in life, to temper justice with mercy.

ENGLISH NORMAL SCHOOLS.

We have selected from the London Times, of Feb. 8, 1845, the following interesting notice of "Training Schools" for Teachers.

To a government conscious of its mission, and anxious worthily to discharge it, the education of the people must be an object of primal interest. The moral and intellectual improvement of the adult population they will not neglect, but still less will they approve themselves indifferent to the culture of the national youth.

"The child's the father of the man." "Men," said our EDWARD VI. sagaciously, "keep longest the savour of their bringing up." In respect of the female youth, nothing can be more worthy the regard of the state than their education.

"The old systems of education," said NAPOLEON to MADAME CAMFAN, "are worth nothing. What is wanting, in order that the youth of France be well educated?" "Mothers!" replied MADAME CAMFAN. This word struck the Emperor.

"Here," said he, "is a system of education in one word. Be it your care to train up mothers who shall know how to educate their children." "This maternal influence," as M. AIME MARTIN in his admirable work, "Sur l'Education des Mères," remarks, "exists every where—in the cabin of the poor as in the palace of the rich." Well spoke NAPOLEON when he declared, that "the fate of a child is always the work of his mother," and to his mother did the Conqueror of Italy, Victor of Germany, Lion of the North, ascribe all his greatness. History certifies to the fact. We trace CHARLES IX. up

to CATHERINE DE MEDICIS—HENRY IV. up to JEANNE D'ALBRET. We detect the influence of the mother in Louis XIII.; and discover his Spanish origin in the pride, in the luxury, in the romance, in the alternating sensuality and devotedness which distinguished and characterized Louis XIV. Female education—the education of those who shall be the mothers of the next generation—ought dearly to be tendered by a state that professes itself regardful of the welfare of its subjects.

Is the Minister prepared to recommend to Parliament any measure which may tend to diffuse still more widely the blessings of education? He is prepared to build up again the broken walls of our fortresses—to cause to swarm in our seas new agents of warlike destruction; but will he guard us from domestic ill—from the weakness which, creeping on, is paralysing our strength as a nation?

It is idle to answer that private benevolence is helping to this great end—that private purses are open for the relief of mental as well as physical destitution—that beneficent hearts are to be found as willing to fill the hungering mind as the hungering mouth. The State itself ought to be moving in the great work, and spreading among the people that education that shall make them worthy of their dwelling in this glorious world, built up by the hands of Providence itself, and fitting heirs of that, still more glorious, promised to the good and holy hereafter.

It is, however, grateful enough to see that, neglectful as the state is of this its chiefest duty, individuals have not been found wholly wanting. The great object has been to extend the influence by raising the character, that is, the estimation of the educator. So important has this elevation been esteemed, that a body, associated in London, for the purpose of aiding the progress of popular education, actually proposed it as the subject of a prize essay. Clear enough it is that in no way can we secure to the educator that estimation which is needful for his efficiency, than by rendering him in every way worthy such an estimation. We must educate the educator. The blind must no longer lead the blind.

It is, therefore, with the sincerest pleasure that we have found established, in the various dioceses of England, schools for the training of schoolmasters, and, of all these, that of York, judging by the results, appears to have been the most eminently successful.

At a meeting the other day of the Society, by which this school is maintained, Lord Morpeth, as chairman, made in reference to it some striking remarks which we extract, as they appear to indicate the principles by which all such establishments should be regulated. He observed that

"What made me chiefly willing and eager to bear a part myself in this work, and to do what in me lies to urge it and impress it upon others, is my own conviction, derived from those limited opportunities of observation which I have had, of the actual and positive excellence of the training and middle school now established within this city, and of the whole system of tuition and instruction carried on there, mainly under the control and superintendence of the present principal, Mr. Reed. For I have been uniformly struck, whenever I have visited this establish-

most—and, as I have already hinted, my opportunities of doing so have not been so frequent as I could have wished—with the union of kindness with discipline, and of sobriety with animation; of so much of what, perhaps, I may be permitted to term a gentleman-like spirit; without any approach to anything like parade or frippery; that I feel convinced we cannot better support the real and lasting interests, whether of the church in whose doctrine and discipline this system is altogether grounded, or of the country in which we are apt to pride ourselves as exhibiting a warm-hearted and filial interest, or of the body of the community at large of which we are members, and of which we ought to be well-wishers—and in our own proper sphere and according to our proper means the benefactors—I do not think that we can so well consult the true welfare of these combining and converging interests, as by using our best efforts to maintain and enlarge and perpetuate the institution now happily founded within our walls, and which from its character and circumstances, admits of almost any extent of interest."

The character thus given, as all who, like Lord Morpeth, have visited the Institution referred to are well aware, is given most justly, should distinguish all institutions of this kind; and we promise to ourselves, from the unequalled success of the York school, a most decided and undeniable advance in the cause of popular education.

[Abridged from the English Rep. Mag. for Oct., 1841.]

PHONOGRAPHY OR TALKING ON PAPER.

"The invention all admired, and each how he
To be the inventor misused; so easy it seemed,
Once found, which yet, unfound most would have
thought
Impossible."—Milton.

This is a "Wonder of Art;" and one too of the highest order. The word Phonography, signifies the writing of sounds; or the writing of words exactly as they are spoken. It has been the object of the author (Mr. J. Pitman) to exhibit upon paper, characters which shall convey an idea of every sound of the human voice. This he has successfully effected by representing each of them by a distinct sign or letter; consequently, as one sign represents only one sound, and every sound has its own appropriate sign, when these were written, and a word composed of any of them is presented to the eye, it is as easily recognized as if it had been spoken. We think, therefore, that an art based on such principles cannot have a more fitting designation than *Talking on paper*,—for as the ingenious and excellent author has observed "It may almost be said that the 'every sound of every word is made visible.' The signs, too, are not thrown together without order, but are so arranged that they make a natural alphabet of sounds, in which each letter is in its proper place."

We most earnestly recommend our readers, especially the senior portion of them, to learn this admirable system of writing; as it is remarkably easy, very, very interesting, and is attended with great advantages. Nothing real is worth possessing in to be acquired without some effort. Phonography, however, is so easy

that very little study is required. The difficulty, if difficulty it may be called—attending it is the novelty of the characters, and is very soon got over; and an individual may learn to read and write it well in a month; but to learn to read and write well in the old way takes many years.

The following facts will show how rapidly a knowledge of it is spreading. Since the system was first introduced, about six years ago, nearly a hundred thousand copies of it have been published, besides numerous other works on the same subject,—last year about fifty thousand letters, all written in Phonography, passed the postoffice,—such is the demand for reading in the Phonographic character, that a portion of one of the monthly periodicals is printed in it,—for the same reason "Charlotte Elizabeth," the editor of the *Christian Lady's Magazine*, has written a book for the express purpose of appearing in the same character; and another lady resident in America, the author of the beautiful lines on "Heaven," in the last number of this Magazine has recently sent one to the "Phonographic Institution" at Bath for a similar purpose. Institutions are formed in many of the principal towns for teaching it.

As to the interesting character of the art, we shall only say that it is so easy, brief, and beautifully distinct and harmonious in all its parts, and has such an irresistible charm about it, that an individual only needs to know it to be delighted with it. Numerous Phonographic communications which we receive from persons who have learned it, indicate this most unequivocally, and we can say for ourselves, that we never learned any thing more interesting. Now then, about its advantages. These are really so very numerous that our limited space will not admit of our enumerating a tenth part of them—we can briefly mention only one or two. It enables persons to write truthfully. This is the great fountain head whence spring all the important advantages derivable from the practice of Phonography, and which, like so many fertilizing streams, are destined to be a blessing to mankind, whenever they flow.

The principal benefit arising from this writing is an almost incalculable saving of time; it is much shorter than our present cumbersome long hands, and the character may be made so quickly, that as much may be written in ten minutes in Phonography, as would require an hour by the ordinary method. Another important advantage of Phonography is that by means of it, speeches, sermons, lectures, &c., can be taken down as they flow from the lips of the speaker.

The study of phonography, instead of being a task, is felt to be a delightful recreation; it is an excellent means of imparting a correct pronunciation; has a direct tendency to improve the memory; forms a valuable aid to the acquisition of knowledge; and is truly an admirable medium for letter writing. We recommend our young readers to set about it immediately; if they once fairly begin, they will not easily be induced to give it up. Those who neglect it, will find themselves behind hand.

N. B. The science is taught, and books published by J. Wilson, at the Institute, Albany.